The University Academic Workload policy states that “Generally, it is expected that a tenure-system faculty member will carry a balanced workload, though in certain cases a major focus on scholarship, on instruction, or on service is warranted. Percentage workload weights in each area of teaching, scholarship, and service must be assigned to allow all tenure-system faculty members to fulfill their role as members of the community by engaging in and pursuing a meaningful program of research and creative activity.”

Teaching

In the university’s workload policy, classes typically count for 10% effort.

Given that the normal workload for tenure-system faculty is 40% teaching, the standard teaching load for tenure-system faculty members is 2/2.

Given that the normal workload for lecturers is 80% teaching, the standard teaching load for lecturers is 4/4.

Teaching workload percentages will be directly tied to the number of courses taught (40% = 2/2, 50% = 2/3 or 3/2, 60% = 3/3, 80% = 4/4). However, lower-division, heavy-workload courses (e.g. First-year Writing or classes with 35 or more students) will count for 12% effort. In other words, a lecturer who teaches only First Year Writing will be assigned a 96% teaching workload and a 4% service load.

If a tenure-system faculty member prefers to teach more courses or has multiple students (3 or more) who will be defending theses or dissertations in the upcoming year, they can request an increased teaching workload percentage and a decreased research or service workload percentage.

Department and program needs determine faculty teaching assignments.

Service

The standard service workload for lecturers ranges from 4% to 20%, depending on course assignments. The standard service workload percentage for tenure-system faculty members ranges from 10% (the minimum for tenured faculty) to 20%, unless there is a specific administrative position that warrants a higher service workload percentage. The Chair,
Associate Chair, Chair of Graduate Studies, Director of First Year Writing, and Director of Creative Writing qualify for a higher service load, as do the Graduate and Undergraduate Advisors and the Director of the Writing Center. Other faculty members with a high level of documented service commitments can request an increased service workload percentage.

The standard service workload percentage for tenure-track faculty is normally 5%.

Research
For tenure-system faculty members, a 40% research workload carries the expectation of steady productivity, determined annually by the department chair in consultation with individual faculty members and mindful of work published, accepted for publication, and demonstrably in progress.

To qualify automatically for a 40% research load, tenure-system faculty must maintain productivity. Any faculty member who earns a research score of 3.5 or below from the PAC for two years in a row will need to demonstrate their research productivity to qualify for a research load. Evidence of continued productivity includes correspondence with editors testifying to acceptances, correspondence with editors testifying to submissions, drafts of manuscripts, and conference participation. Faculty members who cannot satisfactorily demonstrate research productivity will be assigned a higher teaching or service load.

Course Reductions for Tenure-System Faculty
Because tenure-system faculty members have a research-intensive workload consistent with that at other R1 institutions, course reductions are normally granted only to those in significant administrative roles, like Chair, Associate Chair, the Chair of Graduate Studies, the Director of First Year Writing, and the Chair of Creative Writing. The Director of Undergraduate Studies, the PAC co-chair in charge of promotions, and incoming editors of *SiTN* or *ALR* may occasionally qualify for an ad hoc course reduction, depending on that year’s workload.

There will normally be no ad hoc course reductions for other committee assignments or other service tasks.

As part of their negotiations with the chair, new faculty may be granted up to two course releases to conduct research in their first three years of employment.

Very rarely, faculty members who are good citizens of the department (as defined in the UNT Academic Freedom and Responsibility Policy and determined by teaching and service scores in annual evaluations) and who are completing a high impact book may be granted an ad hoc course release. Such course releases are rare privileges, granted at the chair’s discretion, and only if departmental resources allow. Those faculty members wishing to request a release of this sort should provide a detailed research proposal, complete with deadlines for submission, and relevant documentation (e.g., correspondence from a press).

Course Reductions for Non-Tenure-System Faculty
The graduate and undergraduate advisors, the associate director of FYW, the co-chairs of the LPAC, and the editor of NTR qualify for course reductions. Because lecturers teach a heavy load, those who take on other time-consuming service assignments may qualify for ad hoc course reductions.

**Process for Assigning Workload**
Late in each spring semester the chair will meet with faculty members to assign workload for the following academic year. In early fall and again in early spring, the workload allocation will be confirmed and validated through FIS. In making workload assignments, the chair will consult these guidelines, departmental needs in the areas of teaching and service, and the annual evaluations of the faculty. At the chair’s discretion, workloads can be altered based on faculty productivity or emerging departmental need. Faculty may request workload adjustments by presenting the chair with an argument in writing at or prior to the annual meeting.

**Process for Faculty Complaints**

Faculty member complaints about workload will be handled as follows:

1. Faculty members wishing to complain about their course-load for the following academic year will file their complaint with the department chair and the EC within 5 business days of the day when the chair confirms workload assignments for the next academic year by email. The faculty member’s complaint should include an evidence-based argument as to why the proposed workload assignment is not in conformity with the guidelines laid forth in this policy.

2. Within five business days of receipt of the faculty member’s complaint, the department chair and the EC will review the faculty member’s complaint in light of the guidelines in this policy. If the faculty member and/or the chair and/or the EC desire, the faculty member may meet with the chair and/or the EC in person to discuss the complaint.

3. Within seven business days of receipt of the faculty member’s complaint, the department chair, in consultation with the EC, will prepare a written response to the faculty member’s complaint. The response should incorporate an evidence-based argument as to why the chair has chosen either to change or not to change the original workload assignment.

4. If the chair has declined to change the original workload assignment, the faculty member may take their complaint to the college level, where it will be handled in accordance to the procedures established by the college.